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CBSE 7201T

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Wiki Assignment #7- Annotate and cite the remaining five required articles and post on here before midnight Class #10 – you will have completed all of the required 25 articles.

References:

1. Wolff, L. A., McClelland, S. S., & Stewart, S. E. (2010). The Relationship between Adequate Yearly Progress and the Quality of Professional Development. *Journal Of School Leadership*, *20*(3), 304-322.

* This study looks at the relationship between teachers’ yearly progress status and teachers’ perception of the quality of professional development available to them. The study found that in order for progress to be made, certain professional development criteria had to have been met. These criteria included: professional development helped to advance teachers' understanding of effective instructional strategies derived from scientifically based research *and* professional development provided training to help teachers effectively use technology in the classroom to improve instruction and learning. These criteria give examples of current instructional strategies that need to be in place in order for technology integration to help student learning. Furthermore, the study accurately shows that there is a direct relationship between efficient teacher technology training and effective learning outcomes for students utilizing technology.

1. Bailey, G., Shaw, E. r., & Hollifield, D. (2006). The Devaluation of Social Studies in the Elementary Grades. *Journal Of Social Studies Research*, *30*(2), 18-29

* This is an excellent resource for my action research project! This journal article looks into the amount of instructional time spent on social studies, the variety of instructional strategies used during social studies instruction, and the frequency and types of technology used during social studies instruction. The study found that the amount of time spent on social studies on average was far less than the amount of time allocated by the county and represented only a small percentage of the state mandated instructional time. The study also found that when technology was used in the classroom, it was developed and utilized by the university paraprofessionals rather than the classroom teacher. This is an excellent resource for my action research project because it connects with my research hypothesis. My research hypothesis states the following: Implementing instructional technology to twenty four second grade students three times a week for forty minutes over four weeks in the afternoon will increase student achievement in the social studies content area. The results from this study have implications for my own research.

1. Frye, E. M., Trathen, W., & Koppenhaver, D. A. (2010). Internet Workshop and Blog Publishing: Meeting Student (and Teacher) Learning Needs to Achieve Best Practice in the Twenty-First-Century Social Studies Classroom. *Social Studies*, *101*(2), 46-53.

* This article looks to highlight the role digital technology can play in enhancing social studies teaching and learning. This is also a very good resource for my research project. This article gives an example of the advantages of technology integration in the social studies content area.

1. Linder, S. M. (2012). Interactive Whiteboards in Early Childhood Mathematics: Strategies for Effective Implementation in Pre-K-Grade 3. *Young Children*, *67*(3), 26-32,.

* This article discusses the implementation of interactive whiteboards (IWB) in grades pre-k through three to improve achievement in mathematics. The researchers give best practices for integrating this technology into the classroom. This is a good resource for my research project because it reveals that there must be sound instructional strategies intertwined with the use of technology, or else the technology will lose its value in the classroom.

1. Sugar, W., & Wilson, K. (2005). Seeking Alternatives to In-service Technology Workshops from Teachers' Perspectives. *Journal Of Computing In Teacher Education*, *21*(4), 91-98.

* This article lends a critical lens to the perspective of the teachers responsible for effective technology integration in the classroom. In order for technology integration to help student learning, teachers must be well trained in how to use these technologies. The teachers polled in this article’s study were asked about the following four categories in technology teacher training: technology advice that they currently seek, possible approaches to learn a new technology, ways to improve existing technology in-service workshops, and obstacles that prevent them from integrating technology. The results of this study can help teachers integrate technology more effectively in the future!